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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Common Core Practice Standards** | PS1  PS3  PS7 | PS1  PS3  PS7 |  | PS4  PS7  PS8 | PS4  PS7  PS8 |
| **Common Core Content Standards** | **Represent and solve problems involving multiplication and division.**  **3.OA.1**  **3.OA.2**  **3.OA.3**  **3.OA.4** | **Represent and solve problems involving multiplication and division.**  **3.OA.1**  **3.OA.2**  **3.OA.3**  **3.OA.4** |  | **Represent and solve problems involving multiplication and division.**  **3.OA.5**  **3.OA.6**  5. Apply properties of operations as strategies to multiply and divide. *Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2)= (8 x 5) + ( x 5) = ( 8 x 2) = 40 + 16 = 56. (Distributive property).* | **Represent and solve problems involving multiplication and division.**  **3.OA.5**  **3.OA.6**  5. Apply properties of operations as strategies to multiply and divide. *Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2)= (8 x 5) + ( x 5) = ( 8 x 2) = 40 + 16 = 56. (Distributive property).* |
| **Opener**  (5 – 15 Minutes) |  |  |  |  |  |
| **Worktime**  (20 - 25 minutes)  OR  **Workstations**  (20 - 25 minutes) | Multiple group or partitive division problem types.  Go to TLI | Multiple group or partitive division problem types.  Go to TLI | **SOAR TESTING**  Please administer with security like the ACTAAP. No calculators but they can use manipulatives. | **Lesson 1:** Teach distributive property beginning with multiples of **three’s**.  Harcourt Ch. 10 Lesson 1 p. 194 has teacher resources and teacher information related to teaching the distributive property. *Example: 3x6 = (2x6) +(1x6). The idea is that students will use the information they have learned about 2’s, 5’s and 10’s to solve the other multiplication facts.*  *Page 165 has problems for students using the multiples of 3. Students should build these problems using arrays.*  (Karl’s Power Point will help you to understand) | Continue Lesson 1 |
| **Closing**  (20 - 25 minutes) | * Choose 3 groups to share- * Low level * Misconception * High level   Journal-  What did you learn today about solving problems that will help you in the future? | * Choose 3 groups to share- * Low level * Misconception * High level   Journal What did you learn today about solving problems that will help you in the future? |  | * Choose 3 groups to share- * Low level * Misconception * High level   Journal-  What did you learn today about the distributive property? | * Choose 3 groups to share- * Low level * Misconception * High level   Journal-  What did you learn today about the distributive property? |
| **Assessment:**  Formative or summative | Formative | Formative |  | Formative | Formative |